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ABSTRACT

A curriculum designed by the Maury, Tennessee, Literacy Council to address deficiencies in English-language skills is presented. Maury County, Tennessee, is a rural area south of Nashville whose automotive industries and ethnic restaurants have immigrant populations in need of English instruction. A state 353 teacher training grant was obtained to provide college coursework towards English-as-a-Second-Language (ESL) certification for two teachers and to produce a supplemental curriculum for non-metropolitan ESL services. The curriculum integrates traditional and whole language instructional approaches while seeking to meet the needs of adult students in a rural area. Each unit is independent and affords a variety of pronunciation, listening, speaking, reading, and writing experiences. The text is designed to meet the needs of the typical Maury County student (an employed adult or spouse with basic survival skills). The units cover the following: telephone skills, stores, car care and travel, health care, community services, commerce, recreation and entertainment, and community events, holidays, and traditions. Appended are a list of resources and forms for personal data, directory information, field trips, and journal entries. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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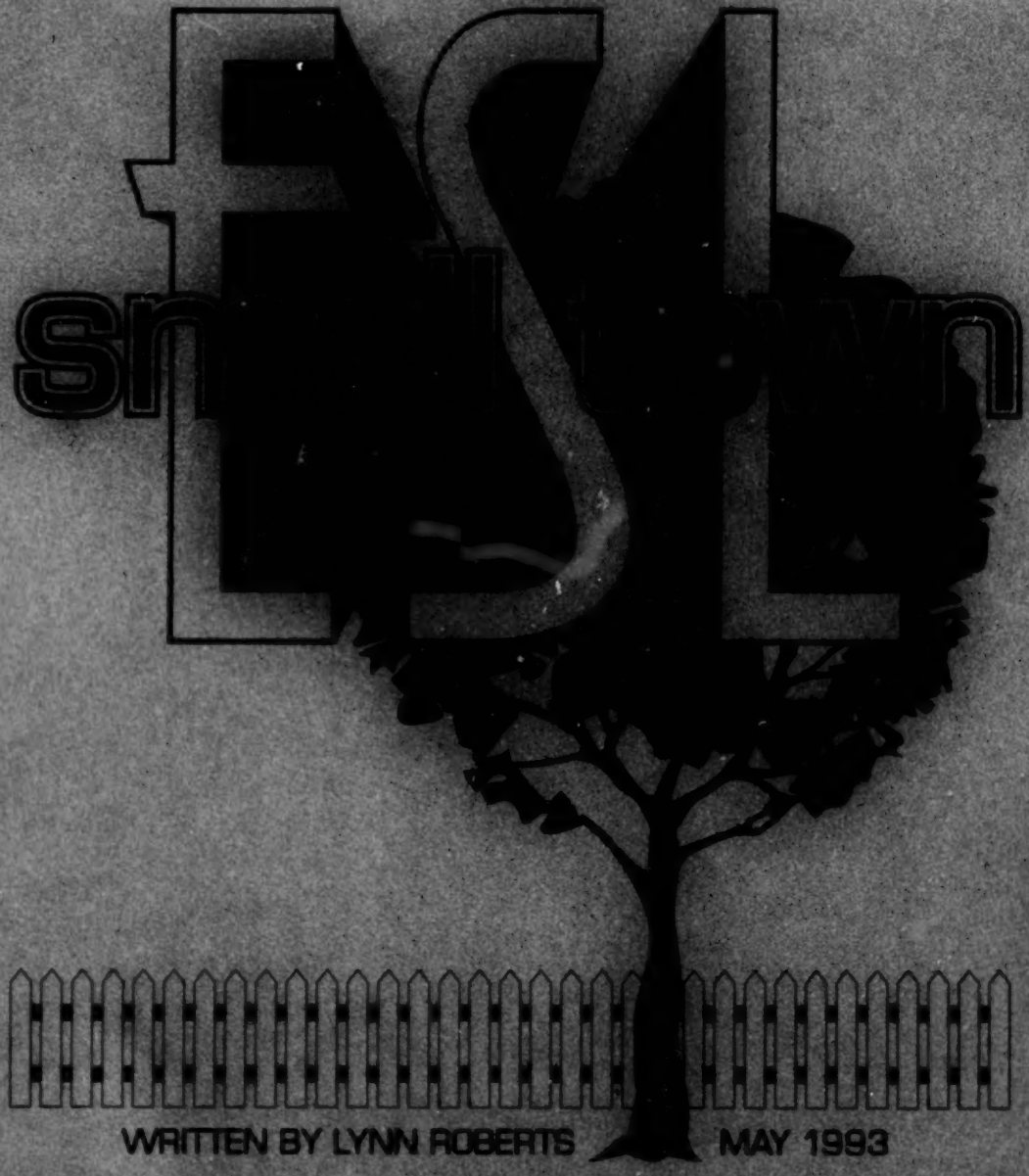

WRITTEN BY LYNN ROBERTS MAY 1993

MAURY LITERACY COUNCIL 353 PROJECT
MAURY COUNTY, TENNESSEE

FL 802 W28

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ESL small town

WRITTEN BY LYNN ROBERTS

MAY 1993

MAURY LITERACY COUNCIL 353 PROJECT
MAURY COUNTY, TENNESSEE

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Preface

According to the 1990 census, Maury County, Tennessee is a rural area located approximately 40 miles south of Nashville. It is also an industrial area. Major employers in the county include Saturn Corporation (a General Motors subsidiary) and supporting industries, UCAR Carbon Inc., General Electric Corporation and Educational Insights. These industries plus several ethnic restaurants are the origins of Maury County's recently developed international population.

Employers and industrial recruiters inquired about the availability of English classes for current and potential employees and their spouses. In 1991 the Maury County Public Library and the Adult Basic Education program began grant-funded ESL classes which emphasized community orientation and assimilation as well as English language instruction for adult learners.

Implementation of these classes highlighted two voids in existing curricula. First, available materials emphasized community orientation skills for major metropolitan areas. (Curriculum needs may differ in a non-metropolitan community with no specialized ethnic resources and fewer program resources.) Secondly, consolidated instructional materials which combined traditional and whole language approaches were unavailable for students at multiple competency levels.

In 1992 The Maury Literacy Council received a 353 teacher training grant which had two goals. The first goal was to provide college course work towards ESL endorsement for two teachers. The second goal was to produce a supplemental curriculum for non-metropolitan ESL services. A pilot class of Maury County's adult ESL population simultaneously facilitated fulfillment for both goals by field testing the curriculum development materials and providing practicum experience for the project's teachers.

The resulting text is a curriculum to address the above-mentioned deficiencies. It integrates traditional and whole language instructional approaches while seeking to meet the needs of adult students in a non-metropolitan area. Each unit is independent and affords a variety of pronunciation, listening, speaking, reading and writing experiences.

As with existing curricula, this text does not seek to address the needs of all students requiring English language instruction. Rather, the document has been designed to meet the needs of the typical student in Maury County, Tennessee (i.e., an employed individual or spouse with basic survival skills). The thrust of the curriculum is to move the participant beyond mere survival to self-sufficiency and further integration into the community. Although the curriculum was designed to meet the needs of a target

student population in a non-metropolitan environment, the materials may be modified for other participants and settings.

This 353 project was sponsored by The Maury Literacy Council which received funding through the Tennessee Department of Adult and Community Education. The Project Director was Susan Westberry, ABE Supervisor for the Maury County Board of Education. Charles Hall, Ph.D., Memphis State University, served as advisor for the project. Lynn Roberts, ESL teacher, wrote the curriculum. Dan Davies, ESL teacher, and Lynn Roberts field tested this text with the pilot class.

To the Teacher

This curriculum was designed for you, whether a beginning or experienced teacher. The text is offered as a starting point for customizing your own curriculum. Like all existing curricula, this document should be modified to meet the needs of individual students and circumstances. Although the model was intended for use with a multi-level class, it is flexible and could be useful in any setting.

Hopefully, the variety of pronunciation, listening, speaking, reading and writing exercises will inspire you to try something a little different. For our students, the language experience activities transformed the classroom sessions into reality.

Please let me know what works for you. Successful approaches vary with each individual. I would love to hear about your success stories in teaching English as a second language.

Lynn Roberts
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Columbia, TN 38401

Acknowledgements

Classroom locations were provided by The Maury County Public Library and Saturn Corporation. The Maury County Economic Development Commission furnished assistance in the printing of this document. Jesse Foreman designed the cover. All the language experience activity hosts were very cooperative and contributed a wealth of knowledge and experience to the project. Pilot class participants were employees, spouses and/or friends from La Hacienda Mexican Restaurant, Kantus Corporation (a Marshall County employer), Saturn Corporation and Educational Insights.

Danny Burttram and Wilmoth Foreman, ESL teachers, and the Maury County Public Library are commended for their vision in establishing adult ESL services in Maury County prior to this project.

Unit 1

Telephone Skills

UNIT 1 - THE TELEPHONE

Unit Purpose

The purpose of this unit is to explore basic telephone skills. Accordingly, the emphasis is on obtaining familiarity with telephone equipment, using a telephone book and participating in basic telephone conversations.[1]

Classroom Activities

1. Present the word bank and frequently used phrases. Allow students to read the lists silently. Read (or have a student read) the list orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

2. Use information from the local telephone book to explain the procedures for making different types of telephone calls including: local calls, long distance calls, international calls, collect calls, person-to-person calls, calls from a pay telephone and procedures for obtaining directory assistance for local and long distance calls.

3. Use a tele-trainer (available from your local telephone company through the public relations department) to practice making local, long distance, international, collect and person-to-person calls.

4. Examine the telephone book.[2] Explain the difference between white and yellow pages. Review alphabetical order and categorization. Look up specific numbers in the white pages. Use the yellow pages to perform daily routines, e.g., "Where would I look if I wanted to go out to eat?"

5. Discuss directory assistance. Review the frequent phrase

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[1]For general resources for personal communication, see Real-Life English levels 1-4 unit 1 by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988) and ExpressWays English for Communication by Steven J. Molinski and Bill Bliss (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987). The publishers provide a series of books, workbooks, audio tapes and teacher's editions on this topic.

[2]For a comprehensive study of the telephone book, see Using the Phone Book by Patricia Parrott Gundlach and Keenan Colton Kelsey (Hayward, California: Janis Book Publishers, 1980). The book uses a workbook style format to teach a variety of telephone skills.

sheet. Practice alternative spellings for names and addresses, e.g., "Davies. That's D as in dog, A as in apple, V as is Victor, I as in Indian, E as in egg and S as in Seed." Have students develop and write down lists of words to correspond with the spelling of their names.

6. Discuss applicable frequent phrases. Role play the following situations: conversation with a friend, dialing a wrong number, locating a particular item by telephone, taking a message and responding to an answering machine.[3]

7. Read a brief history of the telephone. (This may be prepared from the encyclopedia or information provided by the telephone company.) Discuss any words that may be unfamiliar to the student.

Language Experience Activities

8. Invite a representative from the telephone company to discuss topics such as types of basic service, custom calling features and long distance providers. Encourage students to ask questions about the services provided.

9. Arrange for social telephone conversations with area residents. Conversations should be structured to cover specific topics, e.g., family members or holiday activities.

Follow-up Activities

10. Write a thank you note to the telephone company representative. If they desire, students may read their notes aloud to other class members.

11. Record impressions of the language experience activity using the journal form. (See Appendix for format.)

12. Use a tape recorder to register oral impressions of the language experience activity.

13. Encourage students to write a brief paragraph describing their feelings about talking on the telephone in English.

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[3]Excellent role plays are provided in volume 1, chapters 2 and 12, and volume 2, chapters 3 and 12, of ExpressWays English for Communication by Steven J. Molinski and Bill Bliss (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987).

Pronunciation component is addressed in the following activities:

1, 3, 5, 6, 7, 9, 10, 12

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10. 12
Speaking	1, 3, 4, 5, 6, 7, 8, 9, 10, 12
Reading	1, 2, 4, 7
Writing	1, 5, 10, 11, 13

TELEPHONE SKILLS WORD BANK

Equipment

touch tone phone
push button phone
rotary phone
extension
answering machine
cellular phone
mobile phone
pay phone
coin slot
receiver
out-of-order

Custom calling and optional services

call waiting
three-way calling
call forwarding
call blocking
speed calling

Phone book

directory
white pages
yellow pages

Directory assistance

local numbers (1+411)
In-state in same area code (1+555-1212)
Different area code (1+area code+555-1212)
800 numbers (1+800+555-1212)

Operator assistance

dial "0"
dialing assistance (at a charge)
emergency help

Long distance

direct dial
calling card
charge
operator-assisted
collect call
person-to-person
area code
800/900 numbers
preferred provider

The call

phone number
home phone number
dial tone
dial
busy signal
ringing
hold
transfer
message
tone
beep
wrong number
911 (police, fire and medical emergencies)

FREQUENTLY USED PHRASES
FOR TELEPHONE SKILLS

Help in finding numbers

* Directory assistance
* What city?
I'd like the number of . . .
* How do you spell that?
* One moment please
* I don't have a (name).
* There isn't a (name).
* What street?
* The number is . . .

General

Hello
This is (your name).
May I speak to (name)?
Is (name) in?
Just a minute
I'll call him.
I'll see if he can come to the phone.
Let me get him.
I'll call back later.
Can you hold?
I have another call waiting.
Nice talking to you
Good bye

Answering machines

* We can't come to the phone right now.
* No one is able to answer your call.
* At the sound of the tone, please leave a message.
* Please leave a message after the beep.
My name is . . .
My telephone number is . . .
I'm calling about . . .
Please call me at . . .
Call me back.

Wrong numbers

There's no one here by that name.
Nobody named _____ lives here.
You must have the wrong number.
What number were you dialing?
Is this (phone number)?
No, it isn't.
I'm sorry.
I must have dialed the wrong number.
I guess I dialed the wrong number.

Taking messages

He isn't here right now.
He's not at home.
Would you like to call back?
Can he call you back?
Would you like to leave a message?
May I take a message?
I'll give him the message.
He's at (place).
He'll be home at (time).
I'll call back later.
Thanks

Locating by telephone

I'm interested in . . .
I'd like information about . . .
Do you have . . .
I'm trying to find . . .
Will you hold that for me until . . .
My name is . . .
Where are you located?

* Phrases you may hear.

Unit 2

Stores

UNIT 2 - STORES

Unit Purpose

The purpose of this unit is to provide a framework for the exploration of shopping.[1] Activities have been developed for shopping for general merchandise. Instructors may substitute grocery or other shopping activities for use with the listed exercises.

Classroom Activities

1. Ask students where they most often shop and what types of things they buy. Discuss the places people may shop in this country, e.g., stores (groceries, department, specialty, discount and thrift), yard or garage sales and auctions. Evaluate how shopping is different in their countries.

2. Use advertisements or catalogs for small groups of students to develop flashcards for clothing items.[2] Markers or crayons may be used to create flashcards for the names of colors. Identifying names should be written on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of a dialogue such as, "Do you have a red dress?"

3. Present the word bank and frequently used phrases. Allow students to read the lists silently. Read (or have a student read) the list orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

4. Hold up pictures of items found in a department store. Ask, "Where would you find . . . ? Students supply the name of the item and may use the word bank section entitled "Where's (or where are) the . . . ?" in developing their answers.

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[1]For additional resources for grocery and department store shopping, see Real-Life English by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988), units 5 and 6, respectively. The publisher provides a series of books, workbooks, audio tapes and teacher's editions for these topics on four different levels.

[2]See The New Oxford Picture Dictionary by E.C. Parnwell (New York, New York: Oxford University Press, 1989), pages 19-24, for pictures of clothing items. In addition, pictures of the supermarket and food items are shown on pages 6-15.

5. Play Clothing Bingo[3] or use clothing advertisements to develop your own bingo or lotto games. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the article of clothing. Participants repeat the name.

   b. The leader says the name of the article on the flashcard. Additional clues are supplied through pantomime or use of the word in a sentence.

   c. The leader gives only the name of the object on the flashcard.

6. Play the game "What are you wearing?" Students respond in round-robin fashion describing names of clothing and colors. Extend the activity by including questions which would illicit a "no" response.

7. For advanced students, use a format similar to that of the game "Twenty Questions" to describe items commonly found in a department store. The leader could select an item from an advertizement so that a picture is available if needed.

8. What size do I buy? Use mail order catalogs to review size charts. (Old catalogs may be available from a department store that has a catalog service.) Point out the difference between the American and metric system. Give measurements and ask students to select the proper size. Assist students in determining the size they would select based on the chart.

9. Use the catalog to construct a shopping list of gifts for family, friends or relatives. Students prepare an order form including shipping and sales tax as appropriate. Discuss what students "ordered" and the basis of their decisions.

10. Bring in items such as T-shirts to discuss the concept of small, medium and large. Students could work in pairs to role play the part of sales clerk and customer. The customer would ask for a shirt in a particular size and color by saying, "Do you have a (size) shirt in (color)." The sales clerk would find the size and respond, "Yes, I have a (size) shirt in (color)." or "No, but I have that size in (another color)."

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[3]Clothing Bingo is a product of Sing, Dance, Laugh & Eat Quiche, 6945 Highway 14 East, Janesville, WI 53546, 1-800-848-0256. Flashcards are included for the following articles of clothing: sweater. hat, shorts, blouse, pajamas, raincoat, underwear, skirt, shoes, suit, gloves, slippers, swimsuit, coat, socks, boots, shirt, mittens, pant, cap, scarf, tie, T-shirt and dress.

11. Use clothing advertisements from the newspaper and local sales fliers to ask questions about featured items, sizes, colors and prices. Show advertisements reflecting a percentage off. Demonstrate the computation of the sales price. Use the advertisements for comparative shopping. Develop wish lists including the item to be purchased and the name of the store selling the item.

12. Examine the classified section of the newspaper. Explain the categorization of the ads. Ask where you would find various items, e.g., "Where would I look if I wanted to buy a dog?" Look at a specific section and review what is for sale, price and the telephone number. Ask questions such as "What three numbers might I call if I needed a new sofa?" Locate the section advertising garage and yard sales. Discuss pricing and typical merchandise to be found at a garage sale. Explain the fact that no social stigma is attached to such shopping.

13. Examine the telephone book. Explain the difference between white and yellow pages. Review alphabetical order and categorization. Ask where you would find various items in the yellow pages, e.g., "Where would I look if I wanted to buy a dog?" Look at a specific section and review the information that may be provided, e.g., products sold, services, time in business, hours, address and phone number.

14. Utilize the telephone book and classified advertisements in the newspaper to locate auctions/auctioneers in the area. Review the information that may be provided as to types of sales, e.g., real estate, personal property or livestock. Provide definitions of unfamiliar terminology. Discuss the procedures to register, bid and purchase goods.

15. Discuss the sales tax in your community. Explain the basis of taxation, e.g., everything is taxed, and how the computation is made. Practice writing a receipt which includes sales tax.

16. Have students bring receipts for purchases made using cash, check, credit card and lay-a-way. Ask questions as to what was purchased, subtotals, sales tax and totals.

17. Use "real" money to discuss the names of coins (penney, nickel, dime and quarter) and bills (one, five, ten and twenty). Discuss the pronunciation of monetary amounts. (For example, $30,865.23 is pronounced thirty thousand, eight hundred sixty-five dollars and twenty three cents.) Work in pairs using practice "tickets" prepared by students. Students state the amount of the ticket and determine the denominations of bills and coins required to pay for each item.

18. Use applicable frequent phrases to develop role plays for the

following situations: asking for help in the department, trying on garments, paying for merchandise and returning merchandise for a refund or exchange.

19. Discuss idioms found in the chapter entitled "Clothes Make the Man (and Woman)" from the book 101 English Idioms[4]. Idioms covered include:

Wet Blanket	(dull or boring person who spoils the happiness of others)
Keep under Your Hat	(keep something secret)
Up Your Sleeve	(concealed)
Dressed to Kill	(wear your finest clothing)
Give You the Slip	(make a getaway)
Knock Your Socks Off	(enthuse and excite)
Talk through Your Hat	(make foolish statements)
Lose Your Shirt	(lose a great deal of money)
In Stitches	(laughing very hard)
Dressed to the Teeth	(dressed elegantly)

Language Experience Activities

20. Arrange for a tour of a local department store. Ask the store representative to point out the various departments in the store and what is sold in each. If applicable, include the location of the service desk, credit department, cashiers, fitting rooms, lay-a-way, catalog department, snack bar and restrooms in the tour. Discuss the procedures for purchasing and returning merchandise and for asking for help in the store. Encourage participants who are interested to make purchases.

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[4]101 American English Idioms by Harry Collis (Lincolnwood, Illinois: Passport Books, 1986) uses cartoon illustrations and a written explanation to explain common idioms. The book provides "a situation and a graphic illustration of that situation, so that the imagery created by the expression can be felt, rather than simply learned as a stock definition."

21. Work in teams to conduct a treasure hunt in the store. For example, participants may locate the department in which an item may be found, specific items within a department or prices of a specified item.

22. Use the classified ads to locate and attend garage and yard sales. Upon arrival notify the owner of the intent of your visit. Examine the arrangement of goods and discuss pricing. Explain circumstances under which "bargaining" may be appropriate. If possible, visit sales of different types of merchandise, e.g., household goods, clothing and crafts.

23. Attend an auction. Arrive early to preview merchandise if appropriate. Arrange a demonstration of auctioning "language" before bidding begins if possible. Encourage interested students to register to bid. Demonstrate different bid responses such as raising your numbered card and nodding your head. Review all posted procedures regarding the sale. Assist interested students in bidding.

    In the alternative, invite an auctioneer to your classroom. After discussion of the bidding procedures, students would use teacher-developed "bonus bucks" to role play a mock auction.

Follow-up Activities

24. Write a thank-you note to the representative of the organization involved in the language experience activity. If they desire, students may read their notes aloud to other class members.

25. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

26. Use a tape recorder to register oral impressions of the language experience activity.

27. Develop a complaint letter for an unresolved problem.

Pronunciation component is addressed in the following activities:

2, 3, 4, 5, 6, 7, 10, 17, 18, 20, 22, 23, 24

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Speaking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26
Reading	2, 3, 4, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23
Writing	2, 3, 9, 11, 15, 17, 24, 25, 27

DEPARTMENT STORE WORD BANK

People

customer/shopper
clerk
stock boy
cashier
manager

Where's (or where are) the . . . ?

customer service
credit department
gift wrap
shopping carts
ladies' department
junior department
maternity clothes
girls' department
infants' department
men's department
boys' department
shoe department
accessories
jewelry department
cosmetics department
office or school supplies
electronics department
housewares department
home cleaning supplies
small appliances
appliances
home furnishings
furniture department
hardware department
sporting goods department
automotive department
toy department
garden shop
pharmacy
lay-a-way department
catalog department
dressing rooms
rest rooms
snack bar
check-out stands

Price

regular price
on sale
percent off
marked down
reduced
clearance
expensive
cheaper

Fitting room

limit (number) garments
only (number) garments allowed
no shopping carts allowed
no food or drink allowed
under surveillance
shoplifters will be prosecuted

Transactions

cash
check
charge
account
lay-a-way
deposit
subtotal
sales tax
total
change
sales slip
receipt
ticket
return
refund
exchange
credit your account
all sales final
no exchanges
no refunds

DEPARTMENT STORE WORD BANK
THINGS YOU WEAR

Underwear

socks
undershirt
boxer shorts
briefs
panties
bra
camisole
slip (full or half)
girdle
hose
pantyhose
tights

Outerwear

coat
overcoat
jacket
sweater
raincoat
windbreaker
earmuffs
cap
hat
mittens
gloves
scarf

Sleepwear

gown or nightgown
pajamas
nightshirt
robe or bathrobe
house shoes
slippers

Other clothes

jeans
sweats
sweatshirt
sweatpants
shorts
bathing suit
sweater
suit
sports coat
jacket
blazer
vest
trousers
pants
slacks
dress shirt
sports shirt
shirt
blouse
skirt
dress
sportswear
casual wear
coordinates
separates

Jewelry

watch
ring
necklace
bracelet
earrings (pierced or clip-on)

Accessories

purse or bag
glasses
sunglasses
belt
tie
suspenders
umbrella

Footwear

dress shoes
casual shoes
play shoes
boots
loafers
heels (low or high)
tennis shoes
sneakers
sandals

DEPARTMENT STORE WORD BANK
I NEED . . .

Size

8, 10, 12 . . .
small/S
medium/M
large/L
extra large/XL
petite/Pet
average/Ave
tall
short/Sh
regular/Reg
long/L
extra long/XL
waist/W
inseam
neck
sleeve
chest

Color

red
orange
yellow
green
blue
navy
pink
purple
lavender
brown
beige
khaki
gray
black
white
silver
gold

Design

solid
print
stripe
plaid
flowered

Fabric or material

cotton
polyester
rayon
nylon
silk
linen
corduroy
wool

Washing instructions

machine wash
wash and wear
permanent press
tumble dry
hand wash
dry clean
cold water
line dry
dry flat

FREQUENTLY USED PHRASES
FOR THE DEPARTMENT STORE

Directions to the store

Is there a department store here?
How do I get there from here?
How far is it?

Directions in the store

Can you tell me where the _____ is (are)?
Where's (are) the _____?
I'm looking for a (the) . . .
Do you have a _____?
Do you work in this department?
* No, I don't but I can find someone to help you.
* May I help you?
Yes, please. I'm looking for . . .
* What size do you need?
* What color do you want?

The fitting room

How many garments may I take in?
* Three. Here's your ticket.
* How does it fit?
It's (just right, too large, too small, too big, too small, too tight, too loose, too long, too short).
* Do you want a different (size, color, style)?
Yes, please.
* Do you want those?
No, thank you.
* Please hang them on that rack.

The check-out (cash register)

* Who's next?
* Is that cash, check or charge?
Cash please.
Check please.
* Would you like to use our automatic check writing service?
I'd like to put this on my (American Express) card.
* I'm sorry. We only take (Visa).
* Please sign by the "X".
* Will there be anything else?
No, thank you.
* Your total is (amount).
* Thank you. Have a nice day.
Thank you.

Refunds and exchanges

Where do I go to return this?
* To the service desk.
I want to return this.
* Do you have your receipt?
Yes, it's in the bag.
* Is something the matter with it?
It didn't fit. (It's broken.)
* Do you want to exchange it?
No, I'd like a refund instead.
* Fill out this form please.
Yes, I'd like another size.
* Please find what you want and bring it back to the desk.

* Phrases you may hear.

Unit 3

Car Care and Travel

UNIT 3 - CAR CARE AND TRAVEL

Unit Purpose

This unit stresses the automobile as the primary means of transportation. Accordingly, the emphasis is on obtaining a driver's license, buying and maintaining a car, using self-service gas stations, following rules of the road and giving and following directions.[1]

Classroom Activities

1. Ask students about their current means of travel. Discuss the various forms of transportation people use in this country.[2] Determine what forms of transportation are available in your local area. Discuss driving habits in the area (e.g., everyone seems to speed). Point out any local customs or courtesies with respect to transportation. (In this area, drivers on both sides of the road pull over to the shoulder when there is a funeral procession.) Evaluate how transportation is different in their native countries.

2. Present the word bank and frequently used phrases. Allow students to read the lists silently. Read (or have a student read) the lists orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

3. Use pictures from newspapers, magazines and advertisements for small groups of students to develop flashcards to show different forms of transportation in the area. Identifying names should be written on the backs of cards so that students may use the cards for self-study. Students may work together

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[1]For general resources for transportation, see Real-Life English levels 1-4, unit 10 by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988) and ExpressWays English for Communication levels 1-2, chapters 3 and 12 by Steven J. Molinski and Bill Bliss (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987). The publishers provide a series of books, workbooks, audio tapes and teacher's editions on this topic.

[2] See The New Oxford Picture Dictionary, pages 52-57, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for pictures of a bicycle, motorcycle, car, van, truck, bus, subway, commuter train, taxi, monorail, streetcar, aerial tramway, cable car and airplane.

using the cards as the basis of a dialogue such as, "Have you ever ridden on a mule?"

4. Contact a state drivers' license testing center to obtain handbooks[3] containing driving information. Identify students holding a valid driver's license and those desiring to obtain a license. Review information about acquiring a license such as testing requirements, costs and hours. Contrast driving requirements in the state and those of the students' native countries (e.g., age to obtain a license, educational requirements and testing procedures).

5. Cut out small road signs, color each appropriately and use in conjunction with model cars to demonstrate what a vehicle must do when encountering each sign. Allow student pairs to use the model cars to physically illustrate the appropriate response to each sign while describing their response orally.

6. Use road sign pictures from a drivers' license handbook to develop your own bingo or lotto games. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the road sign. Participants repeat the name.

   b. The leader says the name of the road sign on the flashcard. Additional clues are supplied through pantomime or use of the word(s) in a sentence.

   c. The leader gives only the name of the road sign on the flashcard.

7. Determine the legal requirements for operating a car in your area (e.g., license plate, registration, inspection sticker, emission sticker and insurance). Discuss the costs associated with these requirements and the procedure to meet each obligation (e.g., go to the courthouse to register your vehicle). Construct a checklist of car ownership responsibilities.

8. Determine minimum insurance coverage requirements in your state. Describe basic types of coverage available (e.g., liability, medical payments, collision, comprehensive coverage, personal injury/no fault and uninsured motor vehicles). Assign student pairs to telephone different insurance companies to compare the yearly premium for the same coverage.

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[3]For further explanation of driver's license vocabulary, see Driver's License Language, by Jim Richey (Hayward, California: Janis Book Publishers, 1980).

9. Use new car advertisements from the newspaper and local sales fliers to ask questions about featured cars, equipment and prices. Discuss an advertisement reflecting a rebate. Use the advertisements for comparative shopping. Work in small groups to construct a list of questions a prospective buyer might ask about assigned models. Use the questions as the basis of a dialogue between a salesperson and new car buyer.

10. Obtain brochures from local car dealers about new cars and the specifications for each model. Discuss the features each student looks for in a car. Take a poll of the benefits most desired by the class.

11. Examine the classified section of the newspaper or other localized want ad publications. Explain the categorization of the ads. Ask where you would find various items (e.g., "Where would I look if I wanted to buy a truck?") Look at a used car section[4] and review information such as models, features, price and telephone numbers. Ask questions such as "What three numbers might I call if I had only $3,000 to spend on a car?" Construct a list of questions to ask the potential seller (e.g., number of owners, mileage, car accident history and remaining warranty).

12. Identify major parts of the car.[5] Ask questions such as "What do I push to make the car go faster?" For advanced students, use a format similar to that of the game "Twenty Questions" to describe major parts of the automobile. Provide the leader with a picture to use if needed.

13. Determine which students currently use self-service gas stations or perform routine services on their cars. Present the sheet entitled "Basic Car Service". Allow students to read the sheet silently. Read (or have a student read) each section orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words. Discuss problems students have encountered in using self-service stations or in performing their own maintenance.

14. Utilize the telephone book and newspaper advertisements to locate car repair shops. Review alphabetical order and

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[4]For comprehensive information, see Finding a Good Used Car by William Fletcher and Patrick Kelley (Hayward, California: Janis Book Publishers, 1977).

[5]See The New Oxford Picture Dictionary, pages 51-52, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for labelled pictures of the parts of a car.

categorization as appropriate. Look at specific advertisements and review the information that may be provided, (e.g., services, hours, address and phone number). Discuss the considerations in choosing a car repair shop.

15. Discuss the procedure for filing complaints about car repairs with the local chamber of commerce, better business bureau or state attorney general. Encourage students to keep checks and receipts in case a problem should develop. Brainstorm in a large group to list problems that might be encountered with car repairs. Assign students to work in small groups to describe a specific problem either in writing or by dictation into a tape recorder. Evaluate the description in the larger group to determine if the state attorney general would have adequate information to pursue the matter.

16. Provide each student with a map of the area. Use the map to discuss basic directions (i.e., north, south, east and west) and prepositions commonly associated with directions. (See word bank and frequent phrases.) Locate and pronounce the names of major streets. Allow students to provide directions to their group (e.g., "How do I get to your house?").

17. Provide students with a map of the school area with only one or two buildings and streets labeled. Go outside and complete labeling the diagrams in small groups. Use the prepositions on the frequent phrase sheet to describe the relationship of various buildings (e.g., The post office is next to the drug store.) Ask questions which require students to respond with phrases using the appropriate preposition.

18. Draw a map of the business area including places and streets. Ask questions requiring positive and negative responses such as "Is there a (place) near here?" Utilize the map to play the game "Where are you going?" Students draw a card giving a specific place on the map and respond with directions to reach that location from the prior position.

19. Obtain a copy of a ticket from a local police station. Explain that "officer" is a respectful manner in which to address a law enforcement official. Review the procedures if an officer stops your car. (Asks to see driver's license. Usually you must pay a fine. Ticket gives information as what to do if you disagree. With too many tickets, you "loose" your license.) Use applicable frequent phrases to develop and role play situations such as being stopped by an officer for speeding because you were just learning to drive or you were late to a doctor's appointment.

20. Obtain an accident report form from the local police station. Review emergency procedures (i.e., dial "911" for police or

medical assistance). Discuss information[6] that should be shared with police and/or other driver (e.g., driver's license number; car year, model, color and license plate number; insurance company; and accident location). Provide pairs of students with information involving an accident. Students fill out the form together using information about their personal cars or that of a friend.

21. Contact the chamber of commerce or a local travel agent to ascertain the availability of long-distance travel connections (e.g., airport shuttle, train or bus service). Share information as to bus, train or shuttle stops and schedules as appropriate.

22. Discuss the following idioms[7] and expressions involving driving terminology:

back seat driver	passenger criticizes driver
cut in front of	move over sharply
drive me up the wall*	annoy greatly
pulled over	stopped by police officer
loose your license	license revoked as a result of numerous infractions
shake a leg*	hurry
tailgate	follow too closely
toot your own horn*	boast

Language Experience Activities

23. Visit a state drivers' license testing center. Determine if special accommodations are available for individuals whose primary language is not English. Arrange for a tour of the facility including an explanation and demonstration of testing

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[6]See Becoming a Driver by Rosemary Grebel and Phyllis Pogrund (Hayward, California: Janis Book Publishers, 1981) for additional information regarding reporting an automobile accident to the police and insurance company.

[7]See 101 American English Idioms by Harry Collis (Lincolnwood, Illinois: Passport Books, 1986) for cartoon illustrations and a written explanation of the starred idioms.

procedures (e.g., computer testing, behind the wheel route and photographs).

24. Visit a car dealership or a used car lot. If applicable, tour various departments (e.g., new car sales, used car sales, service, parts and credit). Obtain brochures and fliers on available cars. Determine whether bargaining is appropriate or if cars are sold only at the published price. Discuss warranties and service guarantees of the manufacturer and/or dealer. Discuss treatment of trade-ins and financing. Participate in mock purchase of a new car from a test drive to financing to demonstrate procedures involved. Encourage students to ask questions about the features of various models and procedures for ordering their "dream" model.

25. Visit a self-service gas station. Review equipment available (e.g., pumps, air compressor, squeegee for windshield, vacuum and car wash). Fill car with gasoline. Perform basic maintenance such as cleaning the windshield, checking tire pressure and checking fluid levels. Pay for gas. Encourage students with personal cars to perform maintenance functions on their cars. Tour remainder of facilities such as restaurant, gift shop, convenience store or car repair service. Obtain information for company credit cards if appropriate.

26. Arrange for a tour of a local car repair shop. Ask the shop representative to demonstrate how a customer requests service, receives an estimate and authorizes work. Discuss the guarantee or warranty for specific services. Encourage students to ask questions about the services provided and associated costs.

27. Arrange for a tour of a local auto parts store. Ask the store representative to point out the various sections in the store and what is sold in each. If applicable, include the location of the service desk, cashiers, catalogs and restrooms in the tour. Explain how to determine the appropriate part for your car. Discuss the procedures for purchasing and returning merchandise and asking for help in the store. Encourage participants who are interested to make purchases.

28. Work in teams to conduct a treasure hunt in the auto parts store. Tailor the level of difficulty to the students participating. For example, beginning students might locate the aisle on which oil is located. Advanced students might use the catalog to locate the appropriate battery for a specific year and model of car.

29. Invite a representative from a local insurance agency to discuss automobile insurance. Encourage students to ask questions about costs and appropriate types of coverage based

on the car they own (or would consider buying) and other considerations such as their marital status and financial position.

30. Invite a local representative to explain the role of law enforcement agencies and the services provided to the community. Request a preview of public service programs (e.g., drug and alcohol prevention). Discuss the procedures an officer follows in stopping an individual for a traffic violation. Encourage discussion of appropriate driver responses and the processes to either pay or contest a ticket.

Follow-up Activities

31. Write a thank-you note to the individual participating in the language experience. If they desire, students may read their notes aloud to other class members.

32. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

33. Register oral impressions of the language experience activity using a tape recorder.

34. Develop a complaint letter for an unresolved problem with a car repair.

35. Encourage students who own cars to telephone other insurance agencies to compare policy costs with those quoted in the language experience activity.

36. Write a brief paragraph about a trip you would like to take after purchasing your dream car.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35
Speaking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35
Reading	2, 3, 4, 5, 6, 9, 10, 11, 13, 14, 17, 19, 20, 28, 31
Writing	2, 3, 9, 11, 13, 15, 17, 20, 31, 32, 33, 34, 36

CAR CARE AND TRAVEL WORD BANK
CARS

Legal requirements

license plate
registration
inspection sticker
emission sticker
insurance

Insurance

policy
premiums
liability
medical payments
collision
comprehensive
personal injury/no fault
uninsured motorist

Parts of a car

accelerator
brake
bumper
clutch
emergency brake
gearshift
headlight
hood
horn
ignition
jack
seat
seat belt
speedometer
steering wheel
stick shift
tire
trunk
windshield
windshield wiper

Under the hood

air filter
alternator
battery
carburetor
engine
fan belt
hose
radiator

Gas

fill it up
flip the lever
fuel door
full-service
gas cap
gas
leaded
nozzle
octane
pump
regular
self-service
tank
unleaded

Repairs

estimate
guarantee
invoice
labor
mechanic
parts-new/rebuilt
warranty

CAR CARE AND TRAVEL WORD BANK
DRIVING

Directions

north
south
east
west
left
right
across from
around
behind
down from
near
next to

Actions

cross
drive
go
look for
pass
take a left/right
turn

Traffic signs

deer crossing
do not enter
handicapped only
no passing zone
no left turn
no right turn
no u-turn
one way
railroad crossing
school zone
speed limit
stop
wrong way
yield

Traffic signals

red
yellow
green
blinking

Major streets

Bear Creek Pike
Carmack Boulevard
Garden Street
Hampshire Pike
Interstate 65
James Campbell Boulevard
Lewisburg Highway
Nashville Highway
Pulaski Pike
Riverside Drive
Saturn Parkway
Santa Fe Pike
Trotwood Avenue
West 7th Street

Tickets

parking
speeding
traffic

FREQUENTLY USED PHRASES
FOR CAR CARE AND TRAVEL

Directions

Where's . . . ?
* It's on (street).
* It's behind (place).
* It's down the block from (place).
* It's next to (place).
* It's across from (place).
* It's around the corner from (place).
* It's near (place).

Self-service gas payment

* What pump?
* Cash or charge?
* That'll be (amount of money).
* Thank you.

Repairs

* What seems to be the problem?
The (part of the car) doesn't work.
There's a noise in the (location).
* We'll check it out.
* Where can I call you?
My number is (telephone number).
* You need a new (part).
* The problem is the . . . .
How much will it cost?
* It'll be (amount of money).
* We guarantee our work for (amount of time).
What time will it be ready?
* At (time).
Okay. Thank you.

Tickets

* Let me see your license.
What's the problem officer?
* You were speeding.
* You ran a stop sign.
* You made an illegal u-turn.
* You're missing a head/tail light.
* You didn't stop for a school bus.
* Sign here please.

* Phrases you may hear.

BASIC CAR SERVICES

Gas

1. Open the fuel door and remove the gas cap.
2. Place the nozzle in the car's gas tank.
3. Flip the pump lever to on. (Or push the "on" button.)
4. Squeeze the nozzle lever to obtain the desired amount of gas. (The pump cuts off when the tank is full.)
5. Hang the nozzle back on the pump.
6. Replace the gas cap and close the fuel door.

Oil

1. Turn off the engine. Wait a few minutes for the oil to drain back into the oil pan.
2. Pull out the dipstick and clean it with a paper towel.
3. Push the dipstick back in all the way.
4. Remove the dipstick again and read the oil level.
5. Replace the dipstick.
6. Fill with oil to the level suggested in the owner's manual.

Transmission fluid

1. Park on level ground and apply the parking brake.
2. Idle the engine.
3. After a few minutes, pull out the dipstick and clean it with a paper towel.
4. Push the dipstick back in all the way.
5. Remove the dipstick again and read the fluid level.
6. Fill with fluid to the level suggested in the owner's manual.
7. Replace the dipstick.

Engine coolant

1. Remove cap from coolant reservoir to check fluid level. (Caution: Never open radiator cap when engine is hot.)
2. Fill with antifreeze and water mixture to the proper level.
3. Replace cap.

Windshield wiper fluid

1. Remove cap to check fluid level.
2. Fill with windshield wiper fluid to the proper level.
3. Replace cap.

Tire pressure

1. Remove the cap from the tire stem.
2. Place the tire gauge firmly on the stem.
3. Compare the actual pressure to that recommended for your car.
4. Place the compressor nozzle firmly on the tire stem to increase pressure.
5. Press the tire gauge firmly on the stem to release pressure.
6. Recheck the pressure until the proper level is obtained.
7. Replace the cap on the tire stem.

Unit 4

Health Care

UNIT 4 - HEALTH CARE

Unit Purpose

The purpose of this unit is to provide a framework for the exploration of health care services. The unit includes general activities[1] but instructors may substitute a specific health care service for use with the listed exercises.

Classroom Activities

1. Review health care services available in your community. Point out the differences between private and public services (e.g., health department versus private practitioners). Ask questions to evaluate students' experiences with health care.[2] Compare services and funding in your area with that in students' native countries.

2. Present the word bank and frequently used phrases. Allow students to read the lists silently. Read (or have a student read) the lists orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

3. Review brochures provided by the hospital, health department or other organizations as appropriate. Ask specific questions about the brochures such as "What are the hours the health department is open?" Encourage students to highlight services for which they may be eligible or have an interest in pursuing.

4. Use pictures from magazines, such as those advertising over-the-counter drugs, to develop flashcards of common illnesses

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[1]For general resources on health care, see Real-Life English by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988). The publisher provides textbooks, workbooks, audio tapes and teacher's editions on four levels for this topic.

[2]Prior to beginning this unit, teachers should seek information regarding the cultural implications of health care for their class. For example, students may have difficulty in describing symptoms or identifying body parts because of modesty customs in their native lands. They may be uncomfortable discussing some information in a group containing male and female students. Such background information will assist teachers in meeting the challenge of conveying accurate information without compromising students' dignity.

(e.g., cough, cold and upset stomach). Write identifying names on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of a dialogue such as, "What's the matter? I have a (symptom/illness)."

5. Use pictures of buildings and/or symbols of health care services to engage students in a dialogue of "Where are you going? and Why are you going to the doctor?". Students draw a health care service card and walk to the appropriate picture before answering the question.

6. Assign student pairs to define the work of specialists (e.g., a dermatologist treats skin problems). Compile the answers to develop a matching game of health concerns and doctors who treat them. Students may complete the exercise individually or in small groups.

7. Cut out large paper dolls and label body parts[3] found in the word bank. Use the labeled bodies as the basis of a dialogue such as "What's the matter? My (body part) hurts."

8. Engage students in songs and games such as the "Hokey Poky" and "Simon Says" to practice naming body parts. Encourage students to take turns leading the songs and games.

9. Play Body Parts Bingo[4] or use pictures from the newspaper or magazines to develop bingo or lotto games. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the body part. Participants repeat the name.

   b. The leader says the name of the body part. Additional clues are supplied through pantomime or use of the word(s) in a sentence.

   c. The leader gives only the name of body part on the flashcard.

10. Discuss telephone procedures for medical emergencies (e.g., dial 911). Draw a card describing a medical emergency (e.g., woman appears to be suffering heart attack or child has fallen

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[3]See The New Oxford Picture Dictionary, pages 4 - 5, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for labeled pictures of the body and pages 39-41 for labeled pictures of medical and dental care.

[4]Body Parts Bingo is a product of Sing, Dance, Laugh & Eat Quiche, 6945 Highway 14 East, Janesville, WI 53546, 1-800-848-0256.

and is bleeding badly). Role play reporting the problem.

11. Utilize the telephone book to explore available health care services. (Consult the federal government, state, county, city and yellow page listings as appropriate. Also, some areas may have a physician's referral service.) Encourage students to make a listing of services they may need, a doctor or doctors who supply the service and appropriate telephone numbers (e.g., emergency medical services, family practitioner, pediatrician, dentist, ophthalmologist/ optometrist and veterinarian).

12. Assign student pairs to develop a listing of the symptoms and treatment of a common illness. (Students may use a family medical journal and material provided by the health department or pediatricians to gather information.) Compile information and encourage students to present the information to the group.

13. Read aloud or utilize a listening center to gain information about unfamiliar health care services or significant diseases and treatment. (This may be prepared from information obtained from health care agencies or the encyclopedia.) Complete a fill-in the blank exercise (with answers provided in a word list) to check comprehension.

14. Pantomime, individually or in small groups, symptoms of common illnesses. (The leader could select a service using flashcards prepared in activity four so that a picture is available if needed.)

15. For advanced students, use a format similar to that of the game "Twenty Questions" to describe common illnesses or the names of health care specialists.

16. Review labels on prescription and non-prescription medications. Ask questions concerning the patient's name, doctor's name, medicine prescribed and dosage. Discuss the implications of warning information.

17. Obtain a schedule of childhood immunizations. Discuss the consequences of diseases the immunizations are to prevent. Review alternatives for obtaining immunizations (e.g., health department versus private physicians).

18. Use the telephone to obtain information about specific health care services. (For example, students might call the health department to find out about immunizations or ophthalmologists and optometrists to compare the cost of an eye exam.) Make a chart of information obtained and discuss the differences in services provided.

19. Use a map to locate area hospitals and other health facilities. Discuss basic directions (i.e., north, south, east, west, right and left) and prepositions commonly associated with directions (e.g., across from, around, behind, down from, near and next to). Ask questions such as "What is beside (place)?" or "How do I get to (place)?".

20. Determine current health insurance coverage of students. Discuss basic elements of health insurance plans. Assign student pairs to telephone different insurance companies to compare the yearly premium for the same coverage. Compile a list of the information obtained and discuss the differences in coverage.

21. Compile a personal chart for each student of information commonly required on medical forms (e.g., personal data, insurance information and medical history). (See Appendix for format.) Encourage students to ask and answer questions such as they would normally hear in a doctor's office (e.g., "Have you ever had diabetes?") using information from the list.

22. Use applicable frequent phrases to develop and role play situations such as making an appointment at the doctor's office.

23. Discuss idioms concerning body parts found in the book 101 English Idioms[5] Idioms covered include:

shoot off your mouth	(express your opinion loudly)
jump down your throat	(become angry with someone)
pay through the nose	(pay too high a price)
tongue in cheek	(not serious)
pull your leg	(fool someone)
play it by ear	(improvise as you go)
stick out your neck	(take a risk)
shake a leg	(hurry)

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[5]101 American English Idioms by Harry Collis (Lincolnwood, Illinois: Passport Books, 1986) uses cartoon illustrations and a written explanation to explain common idioms. The book provides a "situation and a graphic illustration of that situation, so that the imagery created by the expression can be felt, rather than simply learned as a stock definition."

all thumbs	(clumsy)
not a leg to stand on	(no good defense for your opinion/action)
get off your back	(stop bothering you)

Language Experience Activities

24. Arrange a tour of a local doctor's office (e.g., family care, pediatrician, dentist, ophthalmologist/optometrist or veterinarian). Prepare and discuss an appropriate word bank prior to the visit. Conduct the tour as if students were patients. Complete patient information forms and histories. Tour patient rooms and laboratories as appropriate.

25. View a videotape[6] of a health care service. Contrast the video presentation with similar services in the local community. Discuss application of the service in the students' daily lives.

26. Discuss the places in which prescriptions may be filled (e.g., pharmacy, drug store, grocery store and department store.) Arrange for a tour of one of these locations. Ask the pharmacist to explain the difference between generic and name brands. Tour the various sections of the store and point out what is sold in each. Discuss the procedures for purchasing and for asking for help in the store. Encourage participants who are interested to make purchases.

27. Work in teams to conduct a treasure hunt in the store. (For example, participants may locate the aisle on which an item may be found, medication to treat a specific illness or prices of specified items.) Encourage students to examine house and name brand labels for price comparisons.

28. Arrange for a tour of the area health department. Ask the representative of the facility to point out the services provided. Discuss the procedures for using the services. If appropriate, encourage students to sign up for services.

29. Tour the area hospital including, as appropriate, admissions, the emergency room, laboratory and patient rooms. Discuss the procedure to be followed if a student has an emergency. Ask hospital personnel to describe their jobs. Obtain and complete emergency room, pre-admittance and medical history forms. Determine if special resources are available for patients whose native language is not English.

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[6]Videotapes may be available through a health care organization or your public library.

30. Invite a representative from the mental health profession to discuss available services in the community. Include parenting courses, marriage seminars and other specialized course which might interest your students. Review stress, substance abuse and other issues of major importance in American society. Discuss the procedures for signing up for courses and services.

31. Visit a bloodmobile site, cholesterol screening or other mobile health service. If possible, notify a representative of the organization of your purposes prior to the visit. Discuss screening questions with students. Tour facilities and ask personnel about responsibilities. Invite interested students to participate in the service.

32. Invite a representative from a local insurance agency to discuss medical insurance. Encourage students to ask questions about costs and appropriate types of coverage based on family requirements and financial considerations.

33. Invite a representative from the Red Cross or other organization, as appropriate, to conduct a class in first aid or CPR. Prepare an appropriate word bank prior to the visit. Encourage students to participate in activities as demonstrated.

34. Invite a representative from the fire department or other organization, as appropriate, to discuss safety in the home. Use a checklist to inspect the meeting area for fire hazards. Encourage students to use the checklist to inspect their homes for safety hazards.

35. Invite a home demonstration agent to discuss nutrition. Ask students to bring labels from food they currently prepare. Read packaging information to determine the nutritional value of these foods. Encourage students to ask questions about how they might improve their eating habits.

Follow-up Activities

36. Write a thank-you note to the representative of the organization involved in the language experience activity. If they desire, students may read their notes aloud to other class members.

37. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

38. Use a tape recorder to register oral impressions of the language experience activity.

39. Encourage students to write a brief paragraph contrasting the funding of health care services in this country and their native countries. Students may read their paragraphs aloud.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39
Speaking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39
Reading	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 27, 29, 34, 35, 36
Writing	2, 4, 6, 7, 11, 12, 13, 18, 21, 24, 27, 29, 34, 36, 37, 39

HEALTH CARE WORD BANK

Body parts

head
eye
ear
nose
mouth
throat
neck
back
shoulder
arm
elbow
wrist
finger
chest
waist
stomache
side
buttocks
leg
knee
ankle
foot
toe

Symptoms

accident
allergy
backache
bacteria
broken (bone)
bruise
burn
chills
constipation
cough
cut
diarrhea
dizzy
earache
fever
headache
high blood pressure
hoarse
hurts
infection
injury
insect bite/sting
nausea
nose bleed
pain
poison
rash
runny/stuffy nose
scrape/abrasion
sore throat
sprained
stomachache
stress
swollen
toothache
unconscious
virus
vomiting
watery eyes

Doctors

allergist
cardiologist
dentist
dermatologist
family doctor/general practitioner
gynecologist
obstetrician
ophthalmologist/ optometrist
orthopedic
pediatrician
psychiatrist/psychologist
radiologist
urologist
veterinarian

Doctor's office

- appointment
- examining table
- instruments
- medical history
- patient information
- specimen
- sign-in
- waiting room

Insurance

- benefits
- coverage
- deductible
- dental
- pre-admission certification
- major medical
- second opinion

Hospital

- admissions
- business office
- day surgery
- emergency room
- intensive care
- laboratory
- operating room
- recovery room
- waiting room
- x-ray

Immunizations

- diphtheria
- hepatitis
- influenza
- measles
- mumps
- pertussis (whooping cough)
- polio
- rubella
- smallpox
- tetanus

First aid supplies

- adhesive tape
- alcohol
- antiseptic
- calamine lotion
- cotton balls
- bandages (adhesive and non-adhesive)
- hydrogen peroxide
- scissors
- syrup of ipecac
- thermometer
- tweezers

Over-the-counter medications

- acetaminophen
- antacid
- antihistamine
- aspirin
- cough drops/syrup
- decongestant
- laxative
- nasal spray
- vitamins

Prescription medicines

- dosage
- forms
  - caplet
  - capsule
  - chewable
  - drops
  - liquids
  - ointment
  - sprays
  - tablet
- label
- places
  - pharmacy
  - drug store
  - grocery store
  - department store
- refill
- refrigerated
- warning

FREQUENTLY USED PHRASES
FOR HEALTH CARE

Making an appointment

* Doctors' office.
Hello. This is (your name).
I'd like to make an appointment [for (name)].
* What doctor?
Doctor . . .
* Can you come in (date) at (time)?
Yes.
* We'll see you then.
Thank you.

At the doctor's office

* Please fill out these forms.
* Do you have insurance?
* May I see your insurance card?
* What's the matter?
* Where does it hurt?
* How long have you felt like this?
* How long have you had a . . . (fever/cough)?
* Does this hurt?
* Are you taking any medications?

At the drug store

* May I help you?
Could you suggest something for (symptom).
* You could try (medicine).
Where do I find that?
* It's on . . . (location).
Thanks.

* Phrases you may hear.

Unit 5

Community Services

UNIT 5 - COMMUNITY SERVICES

Unit Purpose

The purpose of this unit is to provide a framework for the exploration of community services. The unit includes general activities as well as specific exercises to examine schools. Instructors may substitute any community service for use with the listed activities.

Classroom Activities - General[1]

1. Explain that a community uses tax funds to provide services for the people who live in it. Discuss the public services available in your community. Ask questions to evaluate students' experiences with these services. Compare services and funding in your area with that in students' native countries.

2. Present the word bank and frequently used phrases. Allow students to read the lists silently. Read (or have a student read) the lists orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

3. Use pictures[2] from the newspaper to develop flashcards of buildings and/or symbols of public services in your area. (In addition, there are many children's books available featuring pictures of "community helpers".) Write identifying names on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of a dialogue such as, "Have you been to the (building [e.g., library])?"

4. Use pictures of buildings and/or symbols of public services to engage students in a dialogue of "Where are you going? and What do you need?". Students draw a community service card and walk to the appropriate picture before answering the

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[1]For general resources on community services, see Real-Life English, level 3 unit 2, by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988). The publisher provides a textbook, workbook, audio tape and teacher's edition.

[2]See The New Oxford Picture Dictionary, pages 42-47, by E.C. Parnwell (New York, New York: Oxford University, 1989) for pictures of a police station, court, fire fighting, post office and library.

question.

5. Develop a matching game of community services and those who provide them (e.g., school and teacher). Students may match words or pictures depending on ability.

6. Play "Community Helpers Bingo[3]" or use pictures from the newspaper (and/or symbols as appropriate, [e.g., a mailbox]) to develop bingo or lotto games. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the community service. Participants repeat the name.

   b. The leader says the name of the community service. Additional clues are supplied through pantomime or use of the word(s) in a sentence.

   c. The leader gives only the name of the community service on the flashcard.

7. Use the telephone book to locate available community services. (Consult the emergency, federal government, state, county and city listings as appropriate. In addition, some areas may have a community service office.) Create a personal directory of basic community services. Determine if there is a central agency for crisis intervention (e.g., housing, medicine and food).

8. Read aloud or utilize a listening center to gain information about unfamiliar community services. (This may be prepared from information obtained from the agencies, the encyclopedia or a children's book.) Complete a fill-in the blank exercise (with answers provided in a word list) to check comprehension.

9. Pantomime services available in the area. Present the activity individually or in small groups based on the community service selected.

10. For advanced students, use a format similar to that of the game "Twenty Questions" to describe community services. (The leader could select a service using flashcards prepared in activity three so that a picture is available if needed.)

11. Examine the local newspaper for articles about community services. Read (or have a student read) an article of particular interest. Students identify words or phrases they do not understand.

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[3]"Community Helpers Bingo" is a product of Trend Enterprises Inc. This game is available through school supply catalogues.

12. Use the telephone to obtain information about specific community services. For example, students might call the community college to find out about non-credit courses offered.

13. Provide each student with a map of the area labeled with community service buildings. Use the map to discuss basic directions (i.e., north, south, east, west, right and left) and prepositions commonly associated with directions (e.g., across from, around, behind, down from, near and next to). Locate and pronounce the names of major streets. Ask questions such as "What is beside (place)?" or "How do I get to (place)?".

Classroom Activities - Schools[4]

14. Review educational opportunities in your community for children and adults. Discuss the policies in your district concerning school assignment and transportation. Point out the difference between private and public schools. Compare attitudes toward education and funding in the students' native lands and those in this country.

15. Ask students to bring pictures of their children. Help students to compile information about their children's ages, grade levels, schools and teachers. (Students without children may use information about a relative, friend's child or an imaginary child.) Guide students in pair dialogue to include questions such as "How many children do you have?", "What is his/her name?", "What grade is he/she in?", "Where does he/she go to school?" and "Who is his/her teacher?"

16. Review ordinal numbers. Utilize the word bank to discuss typical school and grade level assignments. Ask questions about school assignments for imaginary students.

17. Explain that a child must be registered in school before attending classes. Discuss any special requirements such as those for obtaining an immunization certificate. If appropriate, use a map to locate the facilities to acquire needed documentation. Use applicable frequent phrases to role play enrolling a child in school.

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[4]For additional school resources, see Real-Life English, level 1 unit 1, by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988). The publisher provides a textbook, workbook, audio tape and teacher's edition on this topic.

18. Use pictures[5] from magazines as the basis to introduce language describing children's activities at school. (In the alternative, there are many picture books designed to acquaint children with school.) Use the pictures to play the game "What are the children doing?" Allow students to use the word bank to supplement their answers.

19. Pantomime "actions" from the school word bank. Students present the "actions" individually or in small groups based on the term chosen.

20. Provide each student with a school "map" (preferably of the school they will visit in a language experience activity) with labeled rooms. Explain the function of each room and the personnel involved. Discuss the terms "left" and "right" and the prepositions commonly associated with directions (e.g., across from, around, behind, down from, near and next to). Ask questions such as "What room is next to the cafeteria?" or "How do I get to the auditorium from the gym?"

21. Review "places" in the school word bank. Allow each student to create a matching exercise such as "place where you eat - cafeteria" for one school "place". Compile answers and encourage students to work in teams to solve the matching exercises.

22. Utilize the newspaper and local fliers to discuss the names of school supplies[6]. Review the advertisements for comparative shopping purposes. Discuss the function of a "school store". Develop a supply list for a student's child including the name of the store selling the item and the price of each item.

23. Discuss regular classroom subjects and special classes. Use a format similar to "twenty questions" to measure students' knowledge of subject names.

24. Review the grading system used in schools in your community. Discuss what grades are passing and failing. Examine disciplinary rules and procedures for your district. Compare attitudes in this country toward grades and discipline with that in the students' native lands.

25. Ask questions about a parent's role in his or her child's

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[5]See The New Oxford Picture Dictionary, page 77, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for pictures of school verbs.

[6]See The New Oxford Picture Dictionary, page 76, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for pictures of school supplies in use in a classroom.

education such as "Should parents help their children decide what to study?" or "How can parents be involved in their children's schools? Review "Tips for Parents". Evaluate the importance of the items mentioned. Compare parental involvement in schools in this country with that in students' native lands.

26. Discuss opportunities for direct and indirect communication with school personnel. Include activities specific to your district such as parent teacher organization meetings, open houses, conferences, notes, progress reports, report cards, standardized tests results and volunteer opportunities. Determine the frequency of each activity (e.g., report cards are issued every six weeks). Explain the terminology applicable to report cards and standardized tests. Utilize the frequent phrases to role play a teacher conference.

27. Discuss the excused reasons for absences in your district. Explain the consequences of excused and unexcused absences. Work in small groups to compose notes to explain a specific absence.

28. Discuss how to be a good ESL student. Seek to illicit responses such as "ask questions, listens to others, writes down new words, practices English in class and tries to speak English out of class." Encourage students to share learning techniques they find successful.

29. Discuss proverbs found in the book 101 English Proverbs[7]. Proverbs covered include:

    If at first you don't succeed, try, try again. (Keep trying until you reach your goal.)

    The pen is mightier than the sword. (The written word is more powerful than physical force.)

    Practice makes perfect. (Lots of practice is required for improvement.)

    You can't teach an old dog new tricks. (Older people can't change their behavior or learn new things.)

    You're never too old to learn. (A person can learn

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[7]See 101 English Proverbs by Harry Collis (Lincolnwood, Illinois: Passport Books, 1992) for cartoon illustrations of many common proverbs and a written explanation "to give an understanding of the proverb in a normal everyday setting and to enhance the student's awareness of natural American speech."

at any age.)

Language Experience Activities - General

30. Arrange for a tour of a tax-supported community service facility (e.g., courthouse, library or fire station). Ask the representative of the facility to point out the services provided. Discuss the procedures for using the services. Encourage participants to ask questions about personnel qualifications and selection procedure. If appropriate, encourage students to sign up for services.

31. View a videotape[8] of a community service. Contrast the video presentation with similar services in the local community. Discuss application of the service in the students' daily lives.

32. Use the community affairs section of the newspaper to locate and attend a support group meeting such as "Positive Parenting". Notify the group coordinator of the intent of your visit to be sure that visitors will not be disruptive. Discuss requirements to participate in the organization.

    In the alternative, invite a representative of a support organization to visit your class and provide an overview of services provided. Discuss requirements to participate in the organization.

33. Arrange for students to engage in volunteer training for a specific community service (e.g., helping with animal care at the area shelter or delivering patient flowers at the hospital). Prepare a word bank for the specific activity and discuss any special requirements to volunteer. Arrange to meet employees and preview the facility before participating in the activity if possible.

Language Experience Activities - Schools

34. Tour a local school including, as appropriate, the auditorium, bookstore, bus room, cafeteria, clinic, gymnasium, library, office, classrooms and playground. Ask school personnel to describe their jobs. Encourage interested participants to eat lunch in the school cafeteria.

35. Attend a school function such as a PTA meeting, carnival, play, concert or sporting event.

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[8]Videotapes may be available through the community service organization or your public library. In addition, Fisher Price markets videotapes for the fire station and library.

36. Arrange for a school counselor to discuss report cards, testing and parent/teacher conferences. Encourage students to role play specified concerns with the counselor.

37. Arrange for a speaker to discuss credit and non-credit adult educational opportunities in the community. Ask the representative to discuss requirements for attending classes.

Follow-up Activities

38. Write a thank-you note to the representative of the organization involved in the language experience activity. If they desire, students may read their notes aloud to other class members.

39. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

40. Use a tape recorder to register oral impressions of the language experience activity.

41. Develop a complaint letter requesting a needed community service (e.g., street repair).

42. Encourage students to write a brief paragraph contrasting the importance of education in this country and their native countries. Students may read their paragraphs aloud.

43. Guide students in the development of a role play to discuss standardized test scores or report cards.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 42, 43
Speaking	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43
Reading	2, 3, 4, 5, 7, 8, 11, 16, 17, 18, 20, 21, 22, 24, 25, 26, 29, 33, 38
Writing	2, 3, 7, 8, 15, 21, 22, 27, 30, 39, 41, 42

COMMUNITY SERVICES WORD BANK

COLUMBIA, TN
(WITH TELEPHONE NUMBERS)

Emergencies

civil defense	381-3366
fire	911
forest fire	682-2436
medical	911
poison center	1+800+288-9999
police	911
toxic chemical and oil spills	1+800+424-8802

Federal

post office	388-6161
social security	381-5832
tax information	1+800+829-1040

State

consumer affairs	1+800+342-8385
district attorney	380-2536
drivers' license testing	380-2548
food stamps	380-2552
head start	381-1510
job service	380-2500
rehabilitation for the blind	380-2568
small business development	381-2049
taxpayer services information	1+800+342-10036
unemployment claims	380-2504
vocational rehabilitation	380-2563

County

agricultural extension	388-9557
ambulance	388-1433
animal shelter	381-0532
building inspector	381-3690
chamber of commerce	388-2155
civil defense	381-3366
education	388-8403
family planning	388-4311
handicap assistance	381-3690
health	388-5757
hospital	381-1111
human services	380-2568
job training	388-1033
landfill	381-1520

library	388-6332
meals-on-wheels	388-9595
mental health	388-6653
park	388-0303
prenatal classes	388-5757
property assessor	381-3690
public defender	381-3690
roads	381-3690
senior citizens	388-9595
sheriff	388-5151
zoning	381-3690

City

building inspection	388-5403
elderly daily check-in	388-0292
fire	380-2731
parks and recreation	388-8119
police	388-2727
refuse collection	380-2745
sewer maintenance	380-2744
street maintenance	380-2745

Other

Al-Anon	388-6653
Alcoholic Anonymous	381-1048
AloTeen	388-6653
Alzheimers Support	388-8330
Babysitter training	388-3500
Big Brothers/Big Sisters	381-1396
Boy Scouts	381-1061
Breastfeeding Support	379-7459
Care & Share Group (life threatening diseases)	381-1111
Co-Dependency Group	381-1111
Columbia Alliance for the Mentally Ill	388-9710
Down's Syndrome Support	381-8909
Foster Grandparents (special needs children)	388-1173
Friends on Wheels (wheelchair support)	380-2563
Girl Scouts	388-0439
Good Samaritans	381-4328
Harvest Share Food Pantry	381-4285
HIV treatment	380-2527
Hope House (domestic abuse)	381-8580
Kids in Need Developmentally (KIND)	388-0199
Multiple Sclerosis Support	380-2162
Neighbors Concerned	381-4285
Positive Parenting (parents 13-21)	388-6653
Pregnancy counseling/adoption	321-2134
Overeaters Anonymous	388-1719
Red Cross	388-3500
The Shelter (for homeless)	762-1115

Take Off Pounds Sensibly (TOPS)	388-5219
Ulcerative Colitis & Crohn's Support	381-1111
United Way	381-0100
WOW Program (skills for single parents/homemakers)	388-0120

COMMUNITY SERVICES

MAURY COUNTY SCHOOLS WORD BANK

Enrollment

- birth certificate
- immunization certificate
  - green form
  - DTP (diphtheria/ tetanus/pertussis)
  - MMR (mumps/ measles/rubella)
  - polio
  - medical exemption
  - religious exemption
- permanent records

Schools

- public
- private
- preschool (ages 2-4)
- elementary (ages 5-10)
  - kindergarten through fifth grade
- middle (ages 11-13)
  - sixth through eighth grade
- high (ages 14-17)
  - ninth through twelfth grade
- college (adult)
- vocational (adult)
- GED (adult)
- ESL (adult)
- ABE (adult)

Grade level

- preschool
- kindergarten
- first (1st)
- second (2nd)
- third (3rd)
- fourth (4th)
- fifth (5th)
- sixth (6th)
- seventh (7th)
- eighth (8th)
- ninth (9th)
- tenth (10th)
- eleventh (11th)
- twelfth (12th)
- freshman
- sophomore
- junior
- senior
- graduate

Subjects

- band
- exploratory
- foreign language
- grammar
- handwriting
- mathematics
- physical education
- reading
- science
- social studies
- spelling
- supervised study

Special classes

- Chapter reading
- DARE
- guidance
- hearing
- resource
- speech

People

assistant principal
bus driver
cafeteria worker
coach
counselor
custodian
media specialist
nurse
principal
secretary
student
student teacher
teacher
teacher's aide

Places

auditorium
band room
bookstore
bus
bus room
cafeteria
classroom
clinic
gym/gymnasium
homeroom
lab
library
office
playground
shop
teachers' lounge
workroom

Classroom

cabinet
chalkboard
chair
computer
cubbyhole
desk
flag
locker
table

Supplies

back pack
book bag
crayons
glue
markers
notebook paper
pencils
pens
ring binder
ruler
scissors
spiral notebook
(text)book
workbook
writing tablet

Actions

cover your work
draw
erase
follow
listen
open your book
print
raise your hand
read
sharpen your pencil
sing
sit
try out
walk
write

Grades

A
B
C
D
F
Excellent
Satisfactory
Need improvement
Unsatisfactory
promotion
retention

Achievement Tests

- national stanine (NS)
- national percentile (NP)
- score
  - mastery (M)
  - partial mastery (P)
  - non mastery(N)

Parent/teacher interactions

- Parent Teacher Association (PTA)
- open house
- progress report
- report card
- conference
- notes
  - absence
  - excuse
  - ill/sick
  - religious observance
  - doctor appointment

COMMUNITY SERVICES

MAURY COUNTY SCHOOLS
DISCIPLINARY RULES

Discipline issues

Disruption and interference with school.
Rude and disrespectful behavior.
Defiance of authority.
Fighting on school campus, buses or at a school activity.
Misbehavior on bus.
Tardiness.
Unexcused absences.
Use or possession of tobacco products.
Using profane, vulgar, obscene words, gestures or other actions that disrupt school operations.
Violation of dress code.
Damage, destruction or theft of school or private property.
Use or possession of alcohol or drugs.
Parking and traffic violations on campus.
Cheating.
Gambling on school property or at school functions.
Threats or harassment of school employees.
Use or possession of weapons or dangerous instruments.
Assault on a school employee.
Sexual misconduct or offense.
Cutting class or leaving campus without permission.

Disciplinary actions

student conference
detention
corporal punishment/paddling
parent conference
in-school suspension
out-of-school suspension
expulsion

COMMUNITY SERVICES

TENNESSEE STATE DEPARTMENT OF EDUCATION TIPS FOR PARENTS[9]

- Ask to see homework assignments.
- Encourage your child to take responsibility for homework.
- Set aside a specific time for study.
- Be interested. Ask what happened at school today.
- Talk with and listen to your child. Ask each other questions and share experiences.
- Attend parent-teacher conferences.
- Confer with teachers on a regular basis.
- Let your child know you think a good education is important.
- Get to know your child's teachers.
- Encourage your child to ask questions at home and in class.
- Ask your child to read aloud.
- Know how long your child watches TV.
- Know what your child watches on TV. Discuss programs together.
- Provide a well lighted, quiet setting for study.
- Help your child learn how to find information.
- Use homework to see what is being learned in school.
- Praise your child for good work.
- Note test dates on your home calendar.
- See that your child is rested and has time for breakfast.
- See that your child arrives at school on time and is relaxed.

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[9]Taken from the booklet "Test Strategies for Students, Parents and Teachers" by the Tennessee State Department of Education, 1990.

- Encourage your child to do the best work possible.
- Examine all test reports sent home.
- See your child's principal, counselor or teacher if additional information is required.

COMMUNITY SERVICES
FREQUENTLY USED PHRASES
SCHOOLS

Enrollment

Where is the office?
I need to enroll (name) in school.
* How old is he/she?
He/She is (age).
* What grade is he/she in?
He's/She's in (number) grade.
* Please fill out these forms.

Conferences

Where is the office?
I have a conference with (name).
* Hello. I'm (teacher's name).
I'm (your name). I'm (child's name) mother/father.
How is (child's name) doing in (school or subject)?
How does he/she get along with the other children?
Can you tell me why (child's name) got a (grade) in (subject)?
* He/She is a good student.
* He/She tries hard.
* He/She daydreams in class.
* He/She doesn't do his/her homework.
* He/She doesn't follow instructions.
* He/She won't do (activity).
* He/She cut class.
What can I do to help?
* He/She needs help with . . . .
* He/She is having trouble with . . . .
* Do you have any more questions?

Notes to the teacher

Please excuse (child's name) for being tardy.
He/She . . . (had a doctor's appointment/overslept. We had car trouble.)
Please excuse (child's name) from (activity).
Please excuse (child's name) absence on (date).
He/She was sick.
We had an illness in the family.
We had a death in the family.
It was a religious holiday.
[Out-of-town travel for pleasure generally is unexcused.]

* Phrases you may hear.

Unit 6

Commerce

UNIT 6 - COMMERCE

Unit Purpose

This unit provides a framework for the exploration of local commerce (e.g., business, industry, agriculture and natural resources). In addition, students will practice social skills in communicating information concerning personal employment.[1]

Classroom Activities

1. Question students about their knowledge of industry, agriculture and natural resources in the area. Inquire about commerce in their local countries. Identify topics which interest students.

2. Develop and present a word bank for commerce in the area. (Obtain information from the chamber of commerce, agricultural extension agent, industries and other sources as appropriate.) Allow students to read the list silently. Read (or have a student read) the list orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

3. Obtain brochures about local commerce through the chamber of commerce, agricultural extension agent, industries or other sources as appropriate. Ask specific questions about the brochures such as "What natural resources are found in this area?", "What company has the most employees?" and "What services are not available here?"

4. Use pictures from brochures and magazines to develop flashcards representing industrial products, agricultural products and natural resources in the area. Identifying names should be written on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of dialogue such as, "Have you ever seen (product, e.g., soybeans)?"

5. Discuss commonplace occupations. Assign student pairs responsibility for defining job duties for specific occupations (e.g., receptionist - answers the telephone and

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[1]For general resources with respect to employment skills, see Real-Life English, chapter 9, by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988). The publisher, Steck-Vaughn, provides a series of books, workbooks, audio tapes and teachers' editions for this topic on four different levels.

greets customers). Compile responses to develop a matching game of job titles and responsibilities.

6. Pantomime prominent community occupations. Students present the activity individually or in small groups based on the occupation chosen.

7. For advanced students, use a format similar to that of the game "Twenty Questions" to describe occupations, industrial products, agricultural products or natural resources in the area. (The leader could select an activity using flashcards prepared in activity four so that a picture is available if needed.)

8. Use pictures from brochures, the newspaper and magazines to develop bingo or lotto games for occupations, industrial products, agricultural products or natural resources in the area. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the occupation, product or resource. Participants repeat the name.

   b. The leader says the name of the occupation, product or resource on the flashcard. Additional clues are supplied through pantomime or use of the word in a sentence.

   c. The leader gives only the name of the occupation, product or resource on the flashcard.

9. Read aloud or utilize a listening center to gain information about unfamiliar occupations, industries, agricultural products or natural resources. (This may be prepared from the encyclopedia, a children's book or other library book.)

10. Use a map to locate significant locations affecting commerce (e.g., town square, business area, industries, farming areas and natural resources). Discuss basic directions (i.e., north, south, east, west, right and left) and prepositions commonly associated with directions (e.g., across from, around, behind, down from, near and next to). Work in pairs to share directions from students' homes to the appropriate location.

11. Examine classified sections of the newspaper or other localized want ad publications relating to commerce (e.g., "Farmer's Market"). Ask specific questions about applicable items (e.g., "What number would I call if I wanted to buy a mule?")

12. Discuss students' current and prior occupations. Explain the

term "homemaker". Ask questions such as "Where do you work?", "How long have you worked there?", "What do you do?", "Do you like your job?" and "What did you do in your country?". Model responses such as "I am a (occupation).", "I work at/for (employer's name).", "My husband/wife works at (place).", and "He/she is a (occupation).". (See frequent phrases.) Utilize frequent phrases and student responses to develop role plays for social exchange of information relative to employment.

13. Obtain basic employment information for each student (e.g., student name, employer and position). Point out gender sensitive language as appropriate (e.g., fire fighter instead of fireman). Engage in a round-robin conversation in which students introduce each other as they would introduce a friend to a third person. Model phrases such as "This is (name)." and "He/she is a (occupation) at (company)."

14. Compile a personal chart for each student of information commonly required on forms (e.g., personal data, educational background and employment history). (See Appendix for format.) Tape record a brief biography for each student. (Students may do this independently or with assistance from others in the group.) Encourage students to allow others to listen to their biographies. (If names are omitted, the tapes may be used to play a game of "Who am I?") Ask questions about the tapes which test students' comprehension.

15. Ask students to bring pictures and/or tools or other symbols of their places of employment. (In the alternative, instructors may visit job sites to take pictures of students or gather materials.) Discuss each of the items and occupations represented. Encourage students who brought pictures or materials to lead the discussion.

16. Discuss idioms that students might hear on the job. The following are discussed in the book 101 English Idioms[2]:

at the end of your rope	at the limit of your ability to cope
bend over backwards	try very hard
blow it	fail at something

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[2]101 American English Idioms by Harry Collis (Lincolnwood, Illinois: Passport Books, 1986) uses cartoon illustrations and a written explanation to explain common idioms. The book provides "a situation and a graphic illustration of that situation, so that the imagery created by the expression can be felt, rather than simply learned as a stock definition."

early bird catches the worm	arriving early is an advantage
for a song	very little money required
get the ax	fired
get the ball rolling	initiate action
get the jump on someone	get the advantage over someone
give it your best shot	try hard
have the world by the tail	be successful and happy
hit the ceiling	very angry
keep under your hat	keep something secret
lose your shirt	lose a great deal of money
money talks	money can influence people
out on a limb	in a risky position
pull strings	exert influence
shoot off your mouth	express your opinion loudly
shoot the breeze	chat informally
snow job	insincere
spread yourself too thin	involved in too many activities
stick out your neck	take a risk

Language Experience Activities

17. Visit the chamber of commerce. Obtain a newcomer's packet and brochures about business conditions and opportunities in the community. Ask a chamber representative to discuss services provided by the organization. Encourage students to ask questions such as how the chamber obtains the information provided to newcomers.

    In the alternative, watch a videotape developed by the chamber of commerce or a similar organization for newcomers or business prospects.

18. Attend a meeting of the chamber of commerce, small business corporation or economic development commission. (Prepare a word bank for the discussion topic.) Notify a representative

as to the purpose of your visit. If possible arrange for students to meet officials and business representatives.

19. Visit a working farm in the local area. View the products produced, processes involved and related equipment. Invite students to sample the products if appropriate.

20. Invite the county agricultural extension agent to visit the class. Discuss agricultural products produced in the area. View a video tape of local farming operations if available. Encourage students to ask questions about the impact of agriculture on the local economy.

21. Visit the local farm bureau. Discuss services provided by the bureau and their availability to the general public. Encourage interested students to sign up for membership and/or services.

22. Visit the site of natural resources in the area. If the resources are used locally in industrial production, visit the plant to follow the process from extraction through processing. Encourage students to ask questions about the operations.

    In the alternative, view a video tape[3] discussing natural resources. Compare the video presentation with the processing and use of resources in the local area. Discuss the importance of natural resources in the local economy.

23. Arrange to tour a local industry. Ask the plant representative to point out the various departments and the work that is performed in each. Encourage students to ask questions about the process. If possible arrange for students to obtain a sample of the goods produced at the plant.

24. Invite a representative from the small business or economic development commission to explain the legal implications of beginning a business (e.g., registration, zoning, capital requirements and taxes). Discuss the costs associated with these requirements and the procedure to meet each obligation (e.g., go to the courthouse to obtain a business license). Define the term "cottage industry" and corresponding legal requirements. Explain financing opportunities available through these sources. Brainstorm opportunities for new businesses and cottage industries in the area.

25. Visit a local job training facility (e.g., high school vocational class, trade school, government sponsored center or

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[3]Video tapes may be available through government agencies or the public library.

similar program). Prepare a word bank for the activity and discuss requirements to take part in the program. Participate in a phase of the training program if possible. Arrange to meet employees and students while touring the facility.

Follow-up Activities

26. Write a thank-you note to the individual participating in the language experience. If they desire, students may read their notes aloud to other class members.

27. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

28. Register oral impressions of the language experience activity using a tape recorder.

29. Develop a letter to the chamber of commerce requesting information about business opportunities in the area.

30. Write a brief paragraph about a business you would like to develop in your community.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28
Speaking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28
Reading	2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 16, 18, 25, 26
Writing	2, 4, 13, 14, 26, 27, 29, 30

COMMERCE WORD BANK
MAURY COUNTY, TN

Local industries

- air conditioners
- air bags
- aluminum ingot
- automobile glass
- automobiles
- carbon and graphite
- cellulose sponges
- chemicals
- clothing
- compressors
- corrugated shipping containers
- cottage industries
- crushed stone
- educational products
- glass encapsulation
- hospital supplies
- machine parts and dies
- material fabrication and packaging
- meat products
- plastic pipes
- quilted products
- steel fabrication
- thermal plastics
- truck springs

Natural resources

- minerals
  - limestone
  - phosphate
- timber
  - cedar
  - hardwoods

Agricultural products

- tobacco
- grain
- corn
- soybeans
- beef
- pork
- dairy
- mules

Business support

- chamber of commerce
- economic development corporation
- planning commission
- zoning regulations

FREQUENTLY USED PHRASES
SOCIAL CONVERSATION - EMPLOYMENT

* Where do you work?
I work at/for (employer's name).
* How long have you worked there?
(Number) months/years.
* What do you do?
I am a (occupation).
* What did you do in (native country)?
I was a/an (occupation).

* Phrases you may hear.

Unit 7

Recreation and Entertainment

UNIT 7 - RECREATION AND ENTERTAINMENT[1]

Unit Purpose

This unit provides a framework for the exploration of leisure activities (e.g., sports, entertainment, arts and crafts, and other recreational opportunities) available in the community. Activities presented should be customized if one specific activity (e.g., clogging) is presented.

Classroom Activities

1. Ask students questions about their current participation in leisure activities. Inquire about leisure activities that are popular in their countries. Model expressions such as "I like to play/watch . . . ." and "(Name) enjoys . . . ." Identify leisure activities which interest students.

2. Invite students to share a talent (e.g., playing a musical instrument or demonstrating a craft) with the class. Discuss similarities and differences between related activities in the local area.

3. Present the word bank and frequently used phrases. (Expand word bank and frequently used phrases when a specific activity such as clogging is presented.) Allow students to read the lists silently. Read (or have a student read) the list orally. Encourage students to identify words or phrases they do not understand.[2] Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

4. Use pictures from the entertainment and sports sections of the newspaper, advertisements or catalogs to develop flashcards representing leisure activities in your area and appropriate equipment. Identifying names should be written on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of a dialogue such as, "Have you been to a (name of sport, e.g., baseball game)?" "Did you enjoy the (sport)?"

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[1]See Level 3 Unit 1 in Real-Life English by Julia Jolly and Lynne Robinson (Austin, Texas: Steck-Vaughn Company, 1988) for additional materials regarding recreation.

[2]See The New Oxford Picture Dictionary, pages 87-101, by E.C. Parnwell (New York, New York: Oxford University Press, 1989) for labelled pictures of parks, outdoor activities, the beach, team and individual sports, fields and courses, musical instruments, the theater and handicrafts.

5. Use advertisements and picture from the newspaper and catalogs to develop bingo or lotto games. Bingo or lotto games may be played in the following ways:

   a. The leader holds up a flashcard while naming the leisure activity. Participants repeat the name.

   b. The leader says the name of the activity on the flashcard. Additional clues are supplied through pantomime or use of the word in a sentence.

   c. The leader gives only the name of the leisure activity on the flashcard.

6. Read aloud or utilize a listening center to gain information about unfamiliar leisure activities or activities of particular significance in the area. (This may be prepared from the encyclopedia or a children's book.)

7. Pantomime leisure opportunities available in the community. Students present the activity individually or in small groups based on the form of recreation or entertainment chosen.

8. For advanced students, use a format similar to that of the game "Twenty Questions" to describe leisure activities in the community. (The leader could select an activity using flashcards prepared in activity three so that a picture is available if needed.)

9. Examine the local newspaper. Review the index of the paper to determine the location of recreation and entertainment information. Survey the headlines and pictures in the sports section to gain an overview of area sports. Review the section reporting community events. Read (or have a student read) an article of particular interest. Students identify words or phrases they do not understand.

10. As appropriate, use mail-order catalogs and advertisements from the newspaper and local sales fliers to discuss specialized equipment for leisure activities. Develop lists of equipment required for a specific activity, merchandise cost and the name of the store selling the item.

11. Utilize the telephone book and newspaper advertisements to locate information and create a personal directory of leisure activities in the area. Review alphabetical order and categorization as appropriate. Look at specific advertisements and review the information that may be provided, e.g., services, hours, address and phone number.

12. Use the telephone to obtain information about specific leisure activities. For example, students might call the local movie

theater and listen to a recorded message about movie times and prices.

13. Use a map to locate local parks and recreational facilities. Analyze brochures and other available information to determine availability and cost associated with use. Determine if special permits are available for activities such as hunting and fishing. (Explain that the presence of a gun may not be indicative of aggression.)

14. Obtain schedules of leisure activities through the Parks and Recreation Department, home demonstration agent or other sources as appropriate. Discuss the categories of the schedule: activity, age, class number, dates, days and fees. Review the pronunciation of months of the year and days of the week. Point out that dates are written in the order of month, day and year. Ask specific questions about the schedule such as "When and where would a nine year old boy register for baseball?" Have students complete a mock registration slip.

15. Use applicable frequent phrases to develop and role play[3] situations such as registering for a course or purchasing tickets for a movie.

16. Discuss idioms found in the books 101 English Idioms[4]. Idioms covered include:

Fishy	(strange and suspicious)
Horse Around	(play around)
Shoot the Breeze	(chat informally)

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[3]Role plays regarding social communication with respect to leisure activities are provided in chapter 9, volumes 1 and 2, of ExpressWays English for Communication by Steven J. Molinski and Bill Bliss (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987).

[4]101 American English Idioms by Harry Collis (Lincolnwood, Illinois: Passport Books, 1986) uses cartoon illustrations and a written explanation to explain common idioms. The book provides "a situation and a graphic illustration of that situation, so that the imagery created by the expression can be felt, rather than simply learned as a stock definition."

See also, Be a Sport by Saundra Briggs (Glenview, Illinois: Scott, Foresman and Company). Each unit focuses on North American idioms specific to a particular sport and includes explanations of sports rules.

Bite the Dust	(go down in defeat)
Bend over Backwards	(try very hard)
Jump the Gun	(to be hasty)
Face the Music	(accept the consequences)
Make a Splash	(be successful and attract attention)
Kick Up Your Heels	(celebrate)
Paint the Town Red	(have a good time)
Spread Yourself Too Thin	(become involved in too many activities)
Different Strokes for Different Folks	(everyone has different interests and talents)

Language Experience Activities

17. Arrange for a tour of a community recreational or arts facility (e.g., gymnasium, YMCA or local arts guild). Ask the representative of the facility to point out opportunities for participation and requirements for each activity. Discuss the procedures for using the facilities or signing up for activities. Encourage participants who are interested to sign up for activities.

18. Use the newspaper to locate and attend an arts and craft sale. Either prior to or upon arrival notify the event coordinator of the intent of your visit. Examine the arrangement of goods and discuss pricing. Explain circumstances under which "bargaining" may be appropriate.

19. Attend a sporting event as a spectator (e.g., a baseball game). Prepare a word bank for the specific activity and discuss the rules of the game prior to attendance. Arrive early to tour the facility. Arrange for students to meet coaches, players and officials if possible.

    In the alternative, invite a coach or official to the classroom to explain a sport played in the area. Utilize the resources of the public schools or library to obtain a video tape of the game if possible.

20. Arrange for students to engage in a participatory activity such as bowling or skating. Prepare a word bank for the specific activity and discuss any rules or regulations prior

to attendance. Arrange to meet employees and to preview the facility before participating in the activity if possible.

21. Arrange for a tour of a local video store. Prepare and discuss a word bank prior to attendance (e.g., ratings, movie classifications and rental procedures). Ask the store representative to point out the various sections in the store and features of each. Discuss the procedures for obtaining a membership card and renting videos. Encourage participants who are interested to apply for a membership card.

22. Expose students to musical opportunities in the community by attending a practice session or concert of a local musical organization (e.g., community band, community chorus or local church). Ask the organizational representative to discuss the procedures for joining the group or attending concerts.

23. Arrange for the home demonstration agent to coordinate a demonstration of craft specialties in the area (e.g., quilting). Prepare and discuss a word bank for the specific activity prior to demonstration. Encourage students to participate in the activity after demonstration.

Follow-up Activities

24. Write a thank-you note to the representative of the organization involved in the language experience activity. If they desire, students may read their notes aloud to other class members.

25. Record impressions of the language experience activity using field trip evaluation or journal form, as appropriate. (See Appendix for format.)

26. Use a tape recorder to register oral impressions of the language experience activity.

27. Encourage students to write a brief paragraph contrasting the importance of leisure activities in the area and their native countries. Students may read their paragraphs aloud and discuss the differences in attitudes toward leisure activities in their native countries.

28. Guide students in the development of a role play based on their involvement in the language experience activity.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28
Speaking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28
Reading	3, 4, 9, 10, 11, 12, 13, 14, 16, 18
Writing	3, 4, 10, 11, 14, 17, 21, 24, 25, 28

RECREATION AND ENTERTAINMENT WORD BANK

Sports

aerobics
baseball
basketball
bowling
car races
fishing
football
golf
gymnastics
horseshoes
horse show
hunting
jogging
miniature golf
roller skating
soccer
softball
swimming
t-ball
tennis
wrestling

Needlecrafts

crochet
cross-stitch
embroidery
knitting
needlepoint
quilting
sewing
weaving

Other Activities

clogging
cooking
dancing
drawing
eating out
gardening
listening to music
painting
playing an instrument
reading
singing
sleeping
square dancing
watching television
wood carving

Places

arts center
ball field
baseball diamond
basketball court
bowling alley
concession stand
football field
golf course
gymnasium/gym
movies
park
Parks & Recreation Dept.
race track
restaurant
river/lake
skating rink
soccer field
stadium
swimming pool
tennis court
theater
track
video store
yard

Registration

class
course
deposit
fee
league
materials
register
schedule
try-out

Dates - Days of the Week

Sunday (Sun/S)
Monday (Mon/M)
Tuesday (Tues/T)
Wednesday (Wed/W)
Thursday (Thur/Th)
Friday (Fri/F)
Saturday (Sat/S)

Dates - Months of the Year

January (Jan)
February (Feb)
March (Mar)
April (Apr)
May (May)
June (Jun)
July (Jul)
August (Aug)
September (Sep)
October (Oct)
November (Nov)
December (Dec)

FREQUENTLY USED PHRASES
FOR RECREATION AND ENTERTAINMENT

Directions

Is there a (place) here?
How do I get there?
How far is it?

Registration

I'd like information about (activity).
Is there a (league or class) for (age)?
Do you have a (class)?
When is registration?
Where do I register?
How much will it cost?
Does that include (materials/uniforms)?

Tickets/Entrance Fees

* How many?
(Number) adults and (number) children for . . . .
* That'll be (amount of money).
Thank you.

Concession Stand

* May I help you?
I'd like . . . (food or drink).
* That'll be (amount of money).
Thank you.

Invitations

Where do you want to go?
I'd like to . . . .
What do you want to do?
I want to . . . .

* Phrases you may hear.

Unit 8

Community Events, Holidays and Traditions

UNIT 8 - COMMUNITY EVENTS, HOLIDAYS AND TRADITIONS

Unit Purpose

The purpose of this unit is to provide a framework for the exploration of holidays and other community events (e.g., Mule Day in Columbia, Tennessee). Instructors may substitute any community event or tradition for use with the listed activities.

Classroom Activities

1. Discuss special events in your community (e.g., holiday[1] celebrations and events such as Mule Day). Ask questions to evaluate students' participation in community events. Compare the celebration of holidays and special events in your area with those in students' native countries.

2. Develop and present a word bank and frequently used phrases for the chosen activity. Allow students to read the lists silently. Read (or have a student read) the lists orally. Encourage students to identify words or phrases they do not understand. Students and teachers provide definitions and use these words in context. Recommend that students make notes about new words.

3. Use pictures from the newspaper or brochures to develop flashcards of symbols, objects and persons of significance to the community event or holiday. Write identifying names on the backs of cards so that students may use the cards for self-study. Students may work together using the cards as the basis of a dialogue such as, "Have you been to (e.g., Mule Day)?"

4. Discuss significant customs for holiday celebrations and/or special events (e.g., cedar Christmas trees). Develop a matching game of holidays and/or special events and related concepts (e.g., Christmas and Santa Claus). Students may match words or pictures depending on ability.

5. Discuss local customs. (For example, in Maury County cars stop on both sides of the road to allow a funeral procession to pass. Food is taken to the family when there is a death or a birth. Bows on the mailbox announce births and weddings. Teenagers "roll" houses with toilet tissue.) Ask questions to

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[1] Holidays in the U.S.A. by Catherine Porter, Elizabeth Minicz and Carole Cross (Columbus, Ohio: Glencoe) includes readings on 20 holiday celebrations with an optional accompanying cassette.

evaluate students' participation in these customs. Compare traditions in your areas with those in students' native countries.

6. Pantomime activities for holiday celebrations or special events. Present the activity individually or in small groups based on the event selected.

7. For advanced students, use a format similar to that of the game "Twenty Questions" to describe community events or holidays.

8. Read (or have a student read) an article from the local newspaper about a special event or holiday celebration. Students identify words or phrases they do not understand.

9. Obtain schedules and/or brochures of community events through the chamber of commerce or other sources as appropriate. Analyze brochures to determine costs associated with activities. Ask specific questions about the event (e.g., "Where is the Mule Driving Show?", "What time does the parade start?" and "How much does it cost to go to the Liars' Contest?").

10. Use a map to determine the location of community events. Discuss basic directions (i.e., north, south, east, west, right and left) and prepositions commonly associated with directions (e.g., across from, around, behind, down from, near and next to). Work in pairs to share directions from students' homes to the appropriate location.

11. Use applicable frequent phrases to develop and role play participation in a community event.

Language Experience Activities

12. Invite a local representative to discuss a community event. Point out opportunities for student participation. If applicable, explain the procedures for signing up for activities and encourage students to do so.

13. Attend a community event. If appropriate, notify the event coordinator of the intent of your visit. Tour the facilities if applicable and discuss the procedures for participating in activities.

14. Arrange for the home demonstration agent to demonstrate the preparation of foods associated with the special event or holiday (e.g., white beans and cornbread). Encourage students to participate in food preparation and to sample results.

Follow-up Activities

15. Write a thank-you note to the representative of the organization involved in the language experience activity. If they desire, students may read their notes aloud to other class members.

16. Record impressions of the language experience activity using the field trip evaluation or journal form, as appropriate. (See Appendix for format.)

17. Use a tape recorder to register oral impressions of the language experience activity.

18. Encourage students to write a brief paragraph contrasting community events in this country and their native countries. Students may read their paragraphs aloud.

Pronunciation component is addressed in the following activities:

1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18

Whole language components are addressed in the following activities:

Listening	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18
Speaking	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18
Reading	2, 3, 4, 8, 9, 10, 11, 18
Writing	2, 3, 15, 16, 18

COMMUNITY EVENTS, HOLIDAYS AND TRADITIONS

MULE DAY
COLUMBIA, TN

Word Bank

- admission
- antique gasoline engine exhibit
- bluegrass music
- chariot race
- checkers contest
- clogging contest
- crafts festival
- fiddling contest
- flea market
- food
  - concession stand
  - funnel cake
  - fried pork skins
  - hamburgers
  - hot dogs
  - pancakes
  - sausage
  - white beans
- judging
- knife & gun show
- liars' contest
- mule auction
- mule pulling
- mule show
  - jack
  - mare
- mule driving show
- parade
  - Carmack Boulevard
  - West Seventh
- places
  - 4-H pavilion
  - Central High School
  - Maury County Park
  - Memorial Building
  - Southern Livestock
- souvenirs
- square dance

Frequent Phrases

Where do you want to stand to watch the parade?

What do you want to do?

Do you want to go to (event)?

How much does it cost?

When does it start?

Would you like something to eat?

THE MULE

The mule is the offspring of a female horse (a mare) and a male donkey. [The offspring of a male horse (a stallion) and a female donkey (jenny) is called a hinny.] Mules generally are unable to produce offspring.

A mule looks like both parents. Like the donkey, it has long ears, a short mane, small feet and a tail with a tuft of long hair at the end. The donkey also gives the mule a braying voice, sure-footedness and endurance. A mule is less likely to be hurt by overwork than a horse.

The mule gets its large, well-shaped body and strong muscles from its mother. The horse also gives the mule its ease in getting used to a harness.

Most of the mules in the United States work on farms. They work as hard as horses under harder conditions.

Appendix

Personal Data

Name _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Address _____ Phone (___)___-____
Street Apt. City State Zip

Prior Addresses (most recent first)	Dates (from-to)

Employment (most recent first)

Name of Employer	Address	Dates (from-to)	Reason for leaving

Education	Name of School	Location	Years Completed
Elementary			
Middle school			
High school			
College			
Other			

Spouse _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Employer _____ Phone (___)___-____
Name Address

Child _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Child _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Child _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Child _____ Birthday _____ Social Security Number ___-___-____
Last First Middle (mo/day/yr)

Health Insurance _____
Company Policy Number

Allergies _____

Diseases I have had _____

Family history of serious illnesses _____

Nearest Relative or Friend (not at your address) _____
Name Address Phone

DIRECTORY

Emergency

Crisis Organization _____

Fire _____

Medical _____

Police _____

Sheriff _____

Communication

Cable TV _____

Newspaper _____

Radio Station _____

Telephone Co. _____

Car Care

Gas Station _____

Insurance _____

Payments _____

Repair _____

Consumer

Bank _____

Dept. Store _____

Grocery _____

Restaurants _____

_____

_____

Specialty Stores _____

_____

_____

Health Care

Dentist _____

Doctor _____

Eye Care _____

Insurance _____

Pediatrician _____

Pharmacy _____

Veterinarian _____

Children

Activities _____

_____

_____

_____

Child Care _____

_____

Schools _____

_____

_____

Housing

Electricity _____

Garbage Service _____

Gas _____

Insurance _____

Real Estate Agent _____

Repairs _____

_____

Sewer _____

Water _____

Recreation and Entertainment

Arts _____

Crafts _____

Music _____

Parks _____

Parks _____

Sports _____

_____

Public Services

Chamber of Commerce _____

Court House _____

Government Agencies _____

_____

_____

Library _____

Post Office _____

Name _____ Date _____ _____

Field Trip

1. Write about the trip. (Where did you go? What did you see and hear? Who did you meet?)

2. Write five or more words that remind you of the trip.

3. Complete the following sentences.

I learned _____

_____.

I was surprised _____

_____.

I felt _____

_____.

I wish _____

_____.

Name _____ Date _____

Journal

1. Write about the activity. (What did you see and hear? Who did you meet?)

2. Write five or more words that remind you of the activity.

3. Complete the following sentences.

I learned _____

_____.

I was surprised _____

_____.

I felt _____

_____.

I wish _____

_____.

RESOURCES

Addison-Wesley
Route 128
Reading, Massachusetts 01867

Alemany Press
P.O. Box 5265
San Francisco, California 94101

Bilingual Educational Services
2514 S. Grand Avenue
Los Angeles, California 90007

Cambridge University Press
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New York, New York 10022

Center for Applied Linguistics
1118 22nd Street NW
Washington, D.C. 20037

Clearinghouse on Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 522, Reporters Building
Washington, D.C. 20202

David Cook
850 N. Grove Avenue
Elgin, Illinois 60120

Delta Systems
215 N. Arlington Heights Road
Arlington Heights, Illinois 60004

Eric Clearinghouse on Adult, Career and Vocational Education
Center for Educational Training for Employment
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Glencoe
P.O. Box 508
Columbus, Ohio 43216

Heinemann Educational Books
70 Court Street
Portsmouth, New Hampshire 03801

Heinle and Heinle
20 Park Plaza
Boston, Massachusetts 02116

Longman, Inc.
95 Church Street
White Plains, New York 10601

McGraw-Hill, Inc.
1220 Avenue of the Americas
New York, New York 10020

National Clearinghouse for Bilingual Education
11501 Georgia Avenue
Wheaton, Maryland 20901

Newbury House Publishers, Inc.
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New York, New York 10022

Oxford University Press
200 Madison Avenue
New York, New York 10016

Regents Prentice Hall
200 Old Tappan Road
Old Tappan, New Jersey 07675

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Sky Oaks Productions, Inc.
P.O. Box 1102
Los Gatos, California 95301

Steck-Vaughn Co.
P.O. Box 26015
Austin, Texas 78755

Multifunctional Resource Center
Service Area #4
1515 West Commercial Blvd.
Fort Lauderdale, Florida 33309

Teachers of English to Speakers
of Other Languages (TESOL)
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314